DOCUMENT RESUME

ED 032 191 RC 001 829

By-Cutler, Ethel B.

A Non-Public School Reading Program.

Pub Date 1 May 69

Note-13p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-$0.25 HC-$0.75

Descriptors-Corrective Reading, *Disadvantaged Youth, *Inservice Teacher Education, Parent Conferences, Parent School Relationship, Parent Workshops, *Parochial Schools, Reading Consultants, Reading Materials, *Reading Programs, *Urban Schools

Disadvantaged children with reading difficulties in non-public New York City schools have been admitted to corrective reading programs administered by the New York City Board of Education since such programs were begun in 1965 with ESEA/Title I funds. In 1968-69, 157 schools and a total of 13,258 children were served in groups of 5 to 10. Teachers, 78 part-time and 19 full-time, were given intensive training before beginning the program and were given assistance in the form of visits from field supervisors and of consultations with reading teachers and specialists. An inservice program provided continuing instruction. Materials furnished through the project included commercial, teacher-made, and project-produced materials. Classroom furniture and equipment, text materials, and practice materials were distributed to all participating classrooms. Parents were involved in project activity through individual and group conferences and through workshops. References are included. (MD)

ED032191

Ethel B. Cutler
Coordinator Corr. Rdg. Services, NPS
Title I, ESEA
141 Livingston Street
Brooklyn, New York 11201

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A NON-PUBLIC SCHOOL READING PROGRAM

Session: Development of a Sound Reading Program K-12
Room 500, Auditorium
Thursday, May 1, 1969 - 10:45 - 11:45 a.m.

The reading program carried on in the day sessions of the non-public schools under the auspices of the New York City Board of Education, is a corrective reading program.

This program is geared to correcting reading disabilities of disadvantaged children in non-public schools. Like all Title I projects it adheres to specific guidlines.

> Present guidelines and criteria of ESEA Title I require that funds must be used for direct services to educationally deprived children who are poor. They may not be used as general aid to all schools (1).

RE 001 829

This is interpreted to mean that the reading project is of direct reading help (remedial) to the children and may not be involved in the school's over-all reading program.

The non-public schools are denominational in character, i.e., church schools since these are the only non-public institutions operating in poverty areas. Lines within which these areas fall are very strictly drawn and each year the Poverty Council reviews the situation, clearly spells out the poverty areas, and sets up criteria. Schools in these areas must meet these criteria in order to qualify for Title I aid.

Each year, joint meetings of the New York City Public School Board of Education and representatives of the non-public schools meet to confer on needs and plans for the coming year. These are written into the project proposal by the reading coordinator and sent on for approval to the state authorities. Once the proposal is approved, no detail in it may be changed without filing a modification proposal.

Since 1965, the Title I Reading project under ESEA has been a corrective reading services program. This program, under the direction of the New York City Board of Education Corrective Reading Coordinator, involves schools, children, teachers and materials.

1. SCHOOLS

Liaison personnel for each denomination submit lists

of schools which are in poverty areas and which after screening by the Title I Director's office qualify for in-school corrective reading service. This year, 1968-69, 157 schools are receiving service. Of these 118 are Catholic Schools, 20 are Hebrew, 13 are Lutheran, Greek Orthodox and Episcopalian. Each school receives service according to the number of children who meet the criteria for admittance to the Corrective Reading program. This service ranges from half a day a week to more than five days a week for some schools. Each school is required to provide a suitable space in which to carry out the program and to make available the children to be serviced.

II. CHILDREN

From each non-public school's total grade enrollment, a project register is calculated based on 15% of the grade enrollment. This year a total of 13,258 children are involved. On this figure is based the number of teachers needed to service the program. Comparability with corrective reading services rendered in the city's public schools determined that one teaching position (5 days) be allocated for every 157 children. This means that for every 100 children serviced, 57 more are on a waiting list to be used as replacements for children leaving the Corrective Reading Program (2). The children come from grades 2 through grade 8

in the non-public elementary schools. Several high schools are now receiving services, bringing the grade range up through grade 12.

Children are programmed for instruction in groups of 10. Each group receives corrective reading instruction for one hour twice a week unless the school gets only one day or less service per week. In this case, the children attend one corrective reading session per week in groups of 5.

III. TEACHERS

The Corrective Reading Program in the NPS is carried out by two groups of New York City licensed personnel, substitutes who teach regularly on a part-time basis and permanently assigned and appointed teachers. New York City public school staffs are not tapped for this project. All teachers are recruited by the project coordinator.

A. Part Time Teachers

Currently, 78 part-time teachers are employed. These are retired CRTs, retired experienced classroom teachers and teachers on leave from public schools. All hold substitute licenses. Some serve 1 day a week, others 2, 3 or 4 days a week on a regular basis.

B. Regularly Assigned and Appointed Teachers

Of the annually assigned, 19 hold a substitute license and 21 are appointed teachers possessing a Common Branches license. In the case of a high school assignment, a high school teaching license is required.

Ethel B. Cutler

During the summer of 1966, 2,000 college graduates were part of an intensive teacher training project in the City University. Of these 100 were assigned to the Corrective Reading Non-public School Program in September, 1966. All were men and women with no classroom teaching experience. They were eager, very intelligent and exceptionally dedicated. The reading coordinator with the aid of consultants conducted an initial 7-day training program of 36 hours in which these teachers were oriented to serve in the Corrective Reading Program. A training program emerged from this operation "spoon-feed" that is considered of such importance that it will be discussed in a separate Teacher Training chapter later on in this paper. The CRTs serve in NPS in a professional capacity but without the on-the-job supervision and aid of principals, assistant principals and fellow teachers. The responsibility for supervision is vested in the New York City Public School Board of Education and only its licensed and duly assigned supervisors may serve in this capacity for their teachers. In order to compensate for this lack of on-the scene supervision, the coordinator's office maintains a staff of field supervisors composed of highly experienced reading specialists. These supervisors visit the CRTs in a resource capacity. They aid in the evaluation of teaching and in the evaluation of the child's reading progress. Each CRT is visited on the average of once every ten days.

The field supervisor gives demonstration lessons, checks on diagnosis of reading problems, evaluates lesson plans and aids in all aspects of the Corrective Reading Program. On these visits the field supervisor confers with the non-public school principal and thus a line of communication is established that works for the benefit of the children served.

IV. MATERIALS

Materials of instruction include commercial, teacher-made and project-produced materials. Standardized tests for diagnosis of reading and for basis of evaluating progress are used, as well as informal instruments. Materials to advance reading skills and to provide reading practice are selected for high interest, low vocabulary levels. Programmed materials, linguistic approach materials, practice books and reading games are provided. No basal reader series are used. Creative use of varied approaches and materials are encouraged. One of the interesting developments that grew out of the CRT training and orientation program are the Reading Lesson Kits that are produced by the coordinator's office. The material was developed in answer to the need for direction in teaching of reading skills and in the utilization of the commercial materials supplied to the program. Each kit is a packet containing a complete lesson plan for teaching a specific skill. It includes transparencies, classroom chart, duplicating masters and a reading

"game". Newly-assigned Corrective Reading teachers find the packets of immediate help and experienced CRTs use them as a point of departure for creative instruction.

Every Corrective Reading Program has to be equipped from scratch. The NPS provides only the space. To every school, therefore, KIT A is sent. This consists of the necessary equipment and supplies, including teacher's desk and chair, file cabinet, storage closet, chalkboard, duplicating machine, children's seating facilities and supplies such as paper, chalk, notebooks, pencils, etc. One such KIT is sent to every school regardless of the size of the project register. After all, a chalkboard is as necessary when teaching 20 children as when teaching 100 children. KIT B consists of reading laboratories, dictionaries and certain collections of books at all reading levels. This KIT also goes to each school. KIT C consists of instructional and practice materials in sets of 5. Schools with large project registers receive 2 of KIT C, thus doubling the quantity. Orientation in the use of the material provided is given to all corrective reading teachers. All are aided in familiarizing themselves with the needs and backgrounds of the children they serve, and to choose from among the materials that which will best fulfill these needs. Special material is also provided, e.g., linguistically-oriented books to use with some of the children for whom English is a second language.

Several pilot projects involving use of materials and approaches are being conducted. After evaluating these, they may be enlarged to include all schools in the project.

V. TEACHER TRAINING

The most important result of the project is, of course, the reading progress of the children. However, another important aspect has turned out to be the teacher-training program.

Teacher training begins with discussion of basic teaching of reading philosophy and remedial doctrine specifically geared to teaching the disadvantaged. Then the sessions proceed to techniques of diagnosis and treatment. Subsequent all-day training and orientation sessions are conducted throughout the school year. These serve to sharpen and refine the desired teaching skills.

The first session, for a newly-recruited teacher, is a 3-hour one in which the objectives of the project and characteristics of the disadvantaged children they are to help, are discussed. The teacher is directed in how to get started, in just what is the role of the non-public school principal, the liaison officer and others. The teacher is given help in how to adjust to the unique situation of a public school teacher in a private school setting where the corrective reading teacher is <u>not</u> part of the school's staff. Techniques of screening the children for admittance to the program are given. Then, for the first time, the teacher reports to his assigned non-public school.

The second orientation session is conducted the following week. This session deals with how to diagnose from the informal devices used in screening, how to group the screened children for instruction, and how to administer the standardized reading achievement tests. Additional sessions deal with utilizing the help offered in the New York City Reading Bulletins, directives concerning the various forms used in the program, record-keeping involving pupil attendance and progress, reports that will be required, etc. Other teacher training activities consist of demonstration lessons conducted by field supervisors, intervisitation in non-public schools and in public schools, small group corrective reading teachers conferences planned to improve competency, foster sharing, and encourage creativity in teaching.

In addition to training in techniques of remedial instruction and orientation in the use of the materials of instruction, all corrective reading teachers attend audio-visual training sessions, in which supervisors of the New York Board of Education Audio-Visual Department, demonstrate the use of equipment such as the overhead-projector, recording and playback instruments, machines for reproducing printed and illustrative material, etc. Much of this "hardware" has been made available, with Title I funds, for the Corrective Reading Teachers use, in the non-public schools.

VI. PARENT INVOLVEMENT

One of the primary objectives this year is the increasing involvement of parents in the reading program of the children serviced. There are three facets aimed at involving parents in the corrective reading of children on the program. Number one below involves all corrective reading teachers, Numbers two and three are limited to selected teachers in selected non-public schools.

1. Individual Parent Conferences

The corrective reading teachers are oriented in techniques concerning this activity. Specialists in the field of human relations address the teachers at their orientation sessions, and other training proceeding from generalization to specifics are conducted by the coordinator and her staff. Plans for parent conferences are discussed with the non-public school principal and invitations to the parent are issued from his office. The conferences are held at mutually convenient times outside of the corrective reading teachers' instructional hours. The non-public school principal may attend the one-to-one conference if he deems it advisable.

2. Parent-Group Conferences

A selected group of corrective reading teachers have received orientation in this aspect of parent involvement. All such conferences are planned with the non-public school

principal and invitations to attend are issued from his office or with his written approval. These take place during the corrective reading teacher's conference hour. Agenda are planned in advance and are submitted to the project coordinator for suggestions and for approval. After the meeting a report is sent to the coordinator.

3. Parent Workshops

A selected group of corrective reading teachers have been instructed by outside consultants as well as by the professional staff of the coordinator, in approaches, procedures, and materials. The non-public school principal invites the parents concerned to participate in the workshops which are planned in a series of 4 or 5 sessions to be held during the corrective reading teacher's conference hour. Special materials are demonstrated and distributed to the participants and corrective reading teachers conducting the workshops are encouraged to add their own initiative skills to the structured procedures.

In the event that 2 and 3 above are judged to be effective, plans will be enlarged to include all corrective reading teachers in 1969-70.

Each year the coordinator arranges and conducts meetings involving the non-public school teachers and principals in order to familiarize them with the project and assure the smooth functioning of the program.

VII. EVALUATION

Following the guidelines for all Title I projects administered by the New York City Board of Education, the Corrective Reading Services program in non-public schools, is evaluated annually by an independent outside agency. The Bureau of Educational Research (BER) is conducting the 1968-69 evaluation and will shortly issue an interim report. During the summer or early fall, a final report should be forthcoming. The evaluation deals with all aspects of the program and is involved in reporting on the project itself, the administration, teacher performance, children progress, principal and non-public school classroom teacher reaction. Wherever possible, parents will also be interviewed.

This paper has dealt with only one of the reading programs for disadvantaged children. There are many reading programs going on, in public as well as in non-public schools. The problem is so vast, that only by focussing on one small segment at a time. can the goal of quality education for the disadvantaged be nearer accomplishment.

REFERENCES

1. Donovan, Bernard E. Summary of Proposed Programs 1968-69 Title I Elementary and Secondary Education Act. New York: Board of Education, New York City, August 26, 1968.

2. University State of New York. Corrective Reading Services for Disadvantaged Pupils in Non-Public Regular Day Schools. New York State Education Department, Albany, New York.